



Empowering multilingualism in children with autism: Insights from parents and EFL teachers

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Introduction. In today's globalized world, the ability to use and understand more than one language, known as multilingualism, has become increasingly prevalent. Studies have demonstrated that children raised in multilingual environments can gain cognitive advantages, including improved problem-solving abilities, creativity, and cognitive flexibility. *Objectives.* This study aimed to explore the methods used by parents and teachers when teaching English as a Foreign language (EFL) to children with autism spectrum disorder (ASD), as well as the difficulties they face in this endeavor. *Methods.* The research methodology involved conducting interviews with a total of 14 participants, including parents and teachers of children with ASD. *Results.* The study showed that incorporating visual aids, repetition, and modeling into EFL instruction had positive outcomes for children with ASD. These strategies resulted in enhanced social skills and language abilities. Teachers faced challenges in creating effective teaching methods for children with ASD, yet they also recognized the impressive ability of these children to learn new languages. In addition, the study highlighted the significance of parents and teachers working together to create language learning programs that are effective for children with ASD. *Conclusion.* Additional research is necessary to develop a more comprehensive understanding of the difficulties that teachers encounter when instructing children with ASD in EFL. In order to further advance our understanding, it would be beneficial for future research to concentrate on developing and assessing inclusive language learning programs that cater to the specific requirements of children with ASD.

Keywords: multilingualism, autism spectrum disorder, perspectives, English as a foreign language, qualitative research

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Introduction

Equality and equity in education are crucial for ensuring care and attention for all students, including those with special needs. Basic education is a right for all people, however, special needs children in Bali are often treated differently and isolated from average students. Countries have been recognizing special needs pupils more, but improved understanding and supportive school programs are needed. Schools and teachers lacked instructional abilities and material development to suit student demands (Padmadewi & Artini, 2017).

Multilingualism is becoming more common in today's globalized environment. According to research, multilingual youngsters have better problem-solving, creativity, and cognitive flexibility. The unique linguistic and cultural experiences that multilingual children are exposed to can lead to enhanced cognitive development (Coulmas, 2018; Shaaban et al., 2024).

Multilingualism may contribute to autistic symptomatology as a whole because multilingualism confers benefits on a wide range of cognitive and behavioral factors, and autism is characterized by difficulties in these factors. As a term, she used Multilingualism to describe participants who spoke more than two languages (Crockford, 2023).

Autism Spectrum Disorder (ASD) is presently understood as a neurodevelopmental disorder characterized by behavioral definitions, with symptoms that manifest in early childhood, endure throughout life, and occur in many contexts. Despite the genetic and neurological underpinnings of ASD, no biological markers have been discovered. Diagnostic determinations depend on direct observation, reported behaviors, and qualitative symptom descriptions, all of which are subjective assessments. Clinical competence is the sole guarantor of diagnostic accuracy, notwithstanding its perceived subjectivity (Kamp-Becker, 2024; Mohamed & Shaaban, 2024).

Multilingualism has numerous benefits, both in terms of academic success and social interaction. Children who are fluent in multiple languages excel in specific academic areas, possess a deep appreciation for cultural diversity, and are skilled at effective communication with individuals from various backgrounds. Although the impacts of multilingualism on cognitive development are intricate and influenced by multiple factors, it can pose challenges such as language mixing or interference. However, the study of multilingualism is a captivating field of research that offers insights into the connections between culture, cognition, and language (Aronin, 2018; Charamba, 2021; Shaaban et al., 2024).

Many years have been spent studying multilingualism. The number of bilingual people has grown with globalization. Speaking many languages improves cognition, academic performance, and cultural understanding. This multilingualism research is crucial because it reveals how the brain processes and stores language. Festman (2021), Higby et al. (2013), and Irgashevich et al.

(2022) noted that such knowledge can substantially aid language instruction and intervention programs.

Research Questions

R.Q.1: What effective teaching methods and strategies can support language learning for ASD?

R.Q.2.: How do parents of children with ASD support their child's language learning in English as a Foreign Language classes?

R.Q.3.: What are teachers' and parents' thoughts on technology's effectiveness for language learning for children with ASD?

Literature Review

Researching multilingualism in children with autism spectrum disorder has policy and practical consequences. Conner et al. (2021) found that encouraging a child's native language alongside the mainstream language in school can improve their social language skills and academic growth. ASD kids can improve their executive function and social skills by learning different languages. These benefits can help shape language education, cultural diversity, and ASD language learning practices. Thus, ASD youngsters need effective language learning and teaching methodologies. Switching languages may improve attentional control and behavioral regulation in typically developing bilingual children (Davis et al., 2024; Goodrich et al., 2022; Howard et al., 2024; Shaban et al., 2024). Therefore, multilingualism is important for both typically developing and ASD youngsters.

Multilingualism may offer cognitive and social benefits, requiring tailored evaluation and intervention strategies (Kroll & Dussias, 2017). Lorah et al. (2015) recommend a combination of applied behavior analysis, naturalistic teaching, and computer-assisted interventions as effective approaches for language intervention in individuals with ASD.

Kamp-Becke (2024) states that ICD-11 and DSM-5 autism definitions differ. The ICD-11 text has more symptom combinations than DSM-5, which may affect clinical practice, care, and research. Clinically, this approach cannot separate autism-like features from other mental diseases. An observable, behavioral, and neurodevelopmental dysfunction becomes an interior experience disorder. Many notions are subjective and non-falsifiable. This will increase false positives, prevalence, and ASD service access gaps. Reduced ASD specificity will increase heterogeneity, making replication challenging. Precision medicine hinders our understanding of ASD etiology and molecular mechanisms. The clinical ASD phenotype should be described and measured more precisely, quantitatively, and scientifically. Next, the core subtypes/endophenotypes should be established, and the symptoms should be described

precisely for ASD diagnosis. Neurobehavioral ideas must be integrated into a precise, objective clinical symptom classification.

It is widely acknowledged that children with ASD exhibit a wide range of language development abilities, making it imperative for many of them to receive speech therapy. Research conducted by Chu et al. (2020) has shown that while the development of expressive language in children with ASD follows a similar pattern to that of typically developing children, there is a noticeable delay. Therefore, it is crucial to provide these children with appropriate interventions to ensure they reach their full potential in terms of language acquisition.

Language, social communication, pragmatics, and generalization may be difficult for ASD kids. Due to language complexity, multilingual ASD children may need specialized language evaluation and intervention. Understanding and treating ASD children's language learning problems is essential to their language and social development. ASD EFL students need effective teaching methods tailored to their learning needs and challenges. Visuals, routines, tailored instruction, and adaptive materials and activities boost engagement and comprehension. Multimodal and chunking improve language acquisition. ASD children need constant language teaching and reinforcement (Alenezi, 2023; Chu, 2020; Shaaban & Mohamed, 2024; Shi, 2018).

Stokes et al. (2017) found little evidence of educational treatments for high-functioning autism spectrum disorder pupils. Research on specific methods can aid evidence-based practices. Principals and instructors found many effective methods, including organization and individual requirements. Misunderstanding, disorganization, and poor communication were detrimental. A consistent and reliable schedule is crucial for aiding ASD children studying EFL. They thrive in organized environments, which reduces unfamiliarity and discomfort. After a warm-up, language topics are introduced. Practice and a review follow. Visual schedules or checklists assist kids grasp activity sequence and length. Effective EFL teaching tactics for ASD children require a well-structured schedule (Brunstahler & Russo-Gleicher, 2015; Stokes et al., 2017).

Learning a new language takes dedication, focus, and determination. In foreign language (FL) instruction and study, emotions are always important (Krashen, 1981). Parental involvement is needed for ASD EFL language learning. Creating a language-rich home, speaking English, sharing books, and playing language-learning games work. Cooperate with the child's EFL teacher and model correct English. Motivation and engagement increase when accomplishments are recognized. Parents must help ASD children learn language and succeed in EFL. Several studies have underlined parental involvement (Mohamed, 2021; Mohamed & Shaaban, 2024; Shaaban et al., 2024; Yan, 2022).

In an EFL setting, instructors and parents must work together to help ASD children learn language. They can identify the child's weaknesses and strengths and build personalized learning techniques/strategies together. Teachers can also provide home language development tips. Parents' insights into their children's interests help teachers tailor language learning exercises. Language acquisition benefits from collaborative techniques, according to this study. By creating a helpful and encouraging environment, students can improve their language skills (Conner et al., 2020; Mohamed et al., 2024; Sakarneh, 2021; Stehle Wallace, 2022).

Speech therapy is highly effective in treating these delays (Chu et al., 2020). Parents' beliefs about bilingualism may not consistently match their linguistic actions. Training programs and online parent education have proven to help offer assistance to educators in this scenario (McDevitt, 2021). This study is valuable in the realm of teaching EFL to ASD children due to the little existing research. The aim is to develop influential interventions and offer efficient support measures.

Inclusive practices have been shown to improve ASD students' communication skills. Three studies have illuminated inclusive education. Tomić and Nikolić (2021) studied parental attitudes towards including children with disabilities. Parents were largely complimentary, regardless of gender, education, or location. However, significant developmental disorders, including autism and major intellectual impairments, were less well-liked. Sakarneh et al. (2021) examined the Jordanian general classroom inclusion of ASD students. The study illuminated ASD inclusion difficulties and potential from teachers' perspectives. In 2020, Conner et al. examined the exposure of ASD children from culturally and linguistically diverse backgrounds to multiple languages. Their research showed that inclusive educational programs must consider language diversity.

This study fills a research gap by asking parents and teachers how to best support multilingual ASD children's language development. In multilingual settings, ASD children can struggle with language delays and challenges. The study's findings can help create successful linguistic interventions for these ASD children, enhancing their quality of life and future prospects.

Method

Sample

While many children with ASD study EFL, the study used purposive sampling and had a limited sample size. The study aims and criteria are used to select individuals for purposeful sampling (Guest, 2014). This study sought to understand the teaching techniques and issues faced by parents and teachers of ASD children studying EFL. The study specifically selected people with direct expertise and knowledge in this area to

gather rich and detailed data that could provide important insights and understanding. The findings were limited by the small number of respondents, but the focus was on depth rather than breadth, allowing for a detailed evaluation of the research topics.

Tables 1 and 2 show five EFL teachers and nine multilingual ASD parents were purposively selected. This method ensured that participants were qualified to contribute full research insights (Guarte & Barrios, 2006). EFL teachers of ASD students may have specific language development skills. The challenges and pleasures of raising bilingual ASD children may be revealed by their parents.

Table 1

The Characteristics of EFL Teachers Involved in the Research

	Gender	Age	Teaching Experience	Qualifications
T 1	F	34	9	Master's degree in special education /TESOL
T 2	M	40	14	TESOL/Diploma in Special Education
T 3	F	27	4	TESOL/Diploma in Special Education
T 4	M	45	17	Master's degree in special education /TESOL
T 5	F	31	5	Bachelor's degree in special education/TESOL

Table 2

Characteristics of Parents Involved in the Study

	Gender	Age	Child's Age	Exposure to different languages
P1	F	39	10	Arabic, English
P 2	M	41	11	Hindi, English
P 3	F	31	7	Arabic, English
P 4	M	37	8	Pakistani, English
P 5	F	42	6	Arabic, English
P 6	M	38	9	Arabic, English
P 7	F	39	8	Arabic, English
P 8	M	37	10	Hindi, English
P 9	F	36	7	Arabic, English

Instrument

The study investigated EFL teaching tactics for ASD children's language learning. A structured interview methodology based on research questions (RQ1, RQ2, RQ3) ensured uniformity and standardization. Five EFL teachers with experience teaching or assisting ASD children and Nine parents were interviewed via email. The data was analyzed to find effective tactics, teacher and parent obstacles, and recommendations for assisting ASD children's EFL language development. To collect qualitative data on their experiences and thoughts supporting language acquisition for

ASD children in EFL, participants were asked nine open-ended questions. Questions were meant to acquire thorough information from EFL teachers and parents.

Procedure

Email interviews with parents and EFL teachers of children with ASD used a semi-structured guide of open-ended questions to assess language learning approaches and problems. To ensure clarity, a small group tested the guide. We recruited participants via email and required written responses within two weeks. Participants could decline questions or leave the research at any time. Investigative and follow-up questions were utilized to understand respondents' responses. Interview data was analyzed thematically. To find patterns, themes, and commonalities in EFL instruction for children with ASD, the data were coded and categorized. Subjective viewpoints have disadvantages, yet interviews reveal perceived effectiveness. Future studies could add quantitative measurements to validate and evaluate their efficacy.

Data Analysis

This study used a qualitative approach to examine EFL teaching techniques and problems for parents and teachers of children with ASD. Qualitative methods like interviews were used to acquire rich and detailed insights from a few direct experiences. The research issue was explored in depth, capturing nuanced opinions and experiences (Rana et al., 2023). Thematic analysis was used to analyze email interview data. Researchers examined participant replies to identify research questions-related themes and trends. The researchers then categorized and subcategorized the topics to understand parents' and teachers' views on teaching English as a foreign language to children with ASD.

Results

An Overview of the Perspectives of EFL Teachers

1 – How would you tailor your teaching methods to create a supportive language learning environment for children with ASD?

Experienced teachers say ASD children may learn English as a foreign language through several methods. Teacher 1 commented, "Incorporating hands-on activities and visual aids has been particularly helpful for children with ASD." Teacher 2 adds, "Breaking down language concepts into smaller, more manageable parts can help children with ASD better understand and retain new vocabulary and grammar rules." Another teacher promoted patience, understanding, and customizing lessons to individual learning styles and needs. Teacher 3 stated, "Utilizing social narratives and authentic scenarios can assist children in recognizing the practical application of language and enhance

their motivation to learn.” Instructor 5 stated, “By stimulating their senses and integrating physical activity, students are more inclined to maintain focus and retain new information.”

Language inclusion for ASD kids requires customizing lessons to their needs and learning styles. Teacher 4 underlined that every ASD child has distinct issues and strengths. Different teaching approaches, resources, and tempos can promote a more inclusive and helpful learning environment. This approach tailors lessons to ASD children’s language development needs.

EFL educators must identify and respond to the needs of students with ASD to foster a supportive and inclusive classroom atmosphere. Teacher 1 emphasized the importance of recognizing sensory sensitivities in ASD students and adjusting teaching strategies accordingly. Another teacher, Teacher 2, pointed out that establishing routines and clear expectations can significantly enhance these students’ confidence during lessons. Teacher 3 mentioned the necessity of providing a safe, nonjudgmental environment where children feel accepted and valued.

Additionally, Teacher 4 underscored the role of positive reinforcement and the importance of repeated practice in skill development. They noted, “Implementing positive reinforcement and offering frequent chances for students to hone new skills is crucial for creating supportive and inclusive learning space for children with ASD in EFL settings.” Teacher 5 summarized that a truly inclusive and effective learning environment incorporates positive reinforcement, awareness, adaptability, safety, routine, and practice. These insights indicate that EFL instruction for ASD students requires a flexible approach to effectively address their unique needs.

2 – What are the challenges that EFL teachers typically face when teaching children with ASD, and how can they navigate these challenges?

The teachers explored ASD-related EFL difficulties and solutions. Teacher 1 suggested using visual aids because “visual support can aid comprehension and facilitate communication.” ASD kids may have trouble communicating and learning new words and grammar. Teacher 2 advised, “It’s important to understand each student’s unique strengths and challenges and modify teaching strategies accordingly.” Personalized instruction is possible with differentiated instruction.

Teacher 3 suggested “a supportive learning environment” and “multisensory techniques and hands-on activities” to help with sensory sensitivity and focus. To build social skills, Teacher 4 proposed “structured social interaction opportunities” and “practical applications of language concepts.” Finally, Teacher 5 concluded by discussing the difficulties of working with experts and developing “SMART goals” for pupils. She said “special education professionals” can help create complete assistance plans. Teacher 5 stated, “Through collaboration, we

can furnish the accommodations and essential support to facilitate these students' success in learning English as a foreign language." Parents, schools, and therapists must collaborate to support students with ASD.

In conclusion, teachers must be flexible and collaborative to address each student's individual needs when teaching EFL to children with ASD.

3 – How can educators work together with parents to enhance the language development of children with ASD in EFL instruction?

EFL Teacher 1 highlights the significance of the collaboration between parents and EFL teachers in simplifying the language acquisition of ASD children. Parents play a crucial role in supporting their children's learning by identifying their strengths, interests, and hobbies. The educator emphasizes the need for ongoing communication to ensure that the children receive appropriate support both in school and at home. This partnership aims to create a nurturing and effective learning environment.

Teacher 2 suggested incorporating games, activities, and practice exercises as tools to assist in language learning at home. Engaging in these activities allows parents to actively participate in their child's education, helping them better understand their child's needs and promoting their overall.

To enhance ASD children's language development in EFL classrooms, Teacher 5 emphasizes building strong parent relationships. "Maintaining regular communication with parents is crucial, as it allows for updates on their child's progress and provides an opportunity to listen to their suggestions and concerns," 5 said. "Fostering a positive working relationship with parents and establishing trust is essential, as they may support significantly their child's language learning and overall growth."

Teacher 5 emphasizes the need to involve parents in language learning goal setting. "By collaborating with parents to establish practical and attainable goals, we can ensure a shared vision and commitment to the process," stated.

In conclusion, the teachers stressed the need for parent-teacher partnerships in helping ASD children's language development in EFL. Collaboration and sharing resources and methods can build a supportive and peaceful educational setting that helps ASD children succeed. Teacher 5 also stressed the significance of positive collaboration with parents, parent involvement in goal setting, and trust to help ASD children learn language during EFL education.

4 – What is the role of technology that may support language learning for ASD children in the classroom?

Teacher 1 states, "Technology can enhance engagement and motivation for ASD children, who may be attracted to interactive and visual resources." According to Teacher 2, technology may assist students in language acquisition

by offering engaging digital games and activities for skill practice, as well as applications and tools that deliver focused feedback and practice.

Teacher 3 asserts that technology facilitates autonomous learning. Digital resources and technologies assist students in managing their studies and advancing at their own speed. Teacher 4 emphasizes the significance of the educator in facilitating language learning for ASD children, asserting that technology should enhance classroom education.

Teacher 5 concludes that technology can help ASD students learn languages. Teacher 5 stresses the necessity of using it strategically and alongside other pedagogical methods. Teachers may provide an interesting and inclusive learning environment for all students, including those with ASD.

Overview of the Perspectives of Parents Who Have a Child with ASD

1 – What obstacles have you encountered as a parent of a child with ASD in promoting multilingualism?

Parent 1 of a child with ASD highlights that supporting multilingual development can be challenging due to various factors. They mention the struggle of finding suitable resources tailored for their child. The second parent adds that children with ASD may find it hard to communicate in a foreign language, which can complicate learning. They emphasize the importance of integrating creative methods to make language learning enjoyable, such as listening to music or watching shows with subtitles.

Parent 4 underscores the importance of collaboration with educators and therapists to promote multilingualism in their child's education. They advocate for working closely with the child's speech therapist to develop a customized plan that caters to their individual needs and interests. Additionally, Parent 5 suggests forming support groups to connect with other parents and share experiences. They reflect on how these interactions have shaped their approach to fostering multilingualism for their child.

Parent 7 and Parent 8 emphasize acknowledging progress, no matter how tiny. Since development is slow and discouragement is easy, they believe milestones should be celebrated. Parent 8 also stresses that making language learning fun for the child can make it more fun for everyone. They believe fun can make language learning more interesting and successful for children.

Finally, Parent 9 discussed how they overcame their ASD child's multilingualism challenges. They think like parent 1. The lack of resources and assistance for multilingual ASD youngsters was a major issue. Finding bilingual or multilingual ASD professionals was crucial. We actively sought out professionals who could advise and help our youngsters learn many languages. Parent 9 also noted the challenge of balancing primary and target languages. They stressed the significance of building a strong primary language foundation

while gradually introducing and reinforcing the target language. Parents stressed the need to tailor strategies and techniques to their child's communication and learning style. They said they overcame challenges and taught their ASD child multilingualism with drive and education.

2 – What strategies have you found to be most effective in supporting your ASD child in their language learning journey, particularly in the context of EFL instruction?

According to the experiences shared by the interviewed parents, promoting multilingualism for children with ASD can be challenging but rewarding. Parent 1 noted the difficulty in finding support and resources for teaching EFL to ASD children. Parent 2 highlighted that ASD children may have difficulty with social interaction and may not see the practical value of learning a foreign language. Parent 3 suggested that creativity and persistence can help in navigating the process of promoting multilingualism.

Parent 4 emphasized the value of collaboration with educators and therapists in creating customized EFL learning plans that address the unique interests and needs of the child. Parent 5 emphasized seeking out support and resources from online communities and support groups. Parent 6 believed that being flexible and adapting to the child's needs is key to promoting multilingualism.

Parents 7 and 8 noted the importance of celebrating progress, making language learning fun and enjoyable for the child, and using positive reinforcement to keep them motivated. Finally, Parent 9 felt that promoting multilingualism for children with ASD is difficult, but seeing the child improve and gain linguistic confidence is worth it. Parents can help their ASD children learn a foreign language by using these methods.

3 – What challenges do parents of ASD children face while learning EFL?

Parents of ASD children face several challenges in EFL education. Parent 1 noted, "Our child struggles with communication and social interaction, which affects their abilities to use English in social situations." Another parent, Parent 2, mentioned, "Our child often finds it hard to understand and follow complex instructions, making language learning activities difficult." Parent 3 highlighted the need to balance support for their child's first language while also creating opportunities for them to enhance their English language skills.

The challenges that may be faced by parents of ASD children can be quite different from those encountered by parents of neurotypical children. One parent noted that "children without developmental challenges often find it easier to acquire language." However, parents of children with ASD, such as Parent 5, have developed various strategies and resources to support their children's

language learning. For instance, Parent 6 incorporates photos and videos into their teaching methods, while Parents 7 and 8 link EFL learning to their children's favorite television English programs. Parent 9 expressed, "AS my child is engaged in language learning, it becomes a more enjoyable experience for everyone involved."

4 – What benefits have you seen in your child with ASD as a result of their language learning?

Reports from parents indicate that language acquisition is advantageous for children with ASD. Parent 1 said, "My child has gained confidence in communication," and further noticed an increased willingness to engage with others. This increased confidence has opened up new opportunities for social engagement and participation in group activities. Parent 2 highlighted, "Language learning has made my child more involved in the learning situations," allowing them to express their ideas and thoughts clearly. This clarity in expression has not only improved academic performance but also strengthened their ability to share personal experiences and emotions.

Parent 3 stated that language acquisition had enhanced their child's social skills and facilitated stronger relationships with classmates and adults. "My child's ability to understand and use language has made a significant difference in their social interactions," they shared. These enhanced social skills have led to more meaningful relationships and a greater sense of belonging.

Nonetheless, it is crucial to acknowledge that the advantages vary from those experienced by neurotypical children, as noted by Parent 4. Parent 5 stated, "Emphasizing functional communication skills is essential," highlighting the necessity for increased visual and tactile methods to facilitate their child's education. These customized approaches facilitate the connection between theoretical language ideas and real communication requirements.

Notwithstanding these disparities, language acquisition remains a beneficial instrument for ASD children, as Parent 6 noted, facilitating their academic, emotional, and social growth. They remarked on the remarkable increase in our child's communication skills, emphasizing the overall good influence.

Language learning can transform ASD children's lives. It improves communication, social ties, and well-being. Parents continue to report that their children are improving their speech and becoming more confident and involved in their communities.

5 – From your experience as a parent of a child with ASD, would you suggest language support for parents of children with ASD?

Participants agree that language support is essential for ASD children from various viewpoints. Parent 1 stresses the importance of being patient and proactive while seeking guidance from educators and therapists. Another parent, Parent 2, highlights the need for structured learning environments that enhance language development. Parents have shared diverse methods to aid their children's language acquisition. Parent 3 recommends incorporating language instruction into daily routines, while Parents 4 and 5 emphasize that parents should take an active role in promoting their children's communication skills in various situations, such as conversations and reading activities.

Parent 6 advises reducing language learning to smaller, more doable levels. "Starting with simple words and gradually increasing complexity helped my child feel more confident and less overwhelmed," said one. Parent 7 suggests using technology and multimedia to learn. "Using language learning apps and interactive videos made the process more engaging for my child," they said. Parent 8 stresses adaptability to the child's changing demands and abilities. "We continuously adjust our technique based on our child's progress and interests," they said. Parent 9, who supports the child's language rights, suggests working with therapists and educators to create a language development plan. "Working closely with our child's teachers and therapists ensured we were all on the same page and could provide consistent support," said one. ASD parents offer important language learning advice. Thus, parents must have the means and assistance to help their children learn and develop language.

Discussions

This section discusses parent and teacher EFL teaching strategies to improve ASD children's bilingual skills. This article discusses research findings and implications for helping parents and teachers improve language and social skills in multilingual ASD children. These stakeholders' viewpoints and experiences shed light on how to empower and support bilingualism in ASD children.

The study's first question centered around determining successful teaching methods for instructing EFL to ASD children. The study findings indicate that teachers who have experience teaching children with ASD recommend a range of teaching strategies. The strategies mentioned encompass a variety of effective teaching methods, such as incorporating visual aids, engaging in hands-on activities, simplifying language concepts, tailoring lessons to individual students, using real-life scenarios and social stories, implementing multisensory activities, and incorporating movement-based

games. Previous studies, including Shaaban and Mohamed (2024) and Stehle Wallace et al. (2022), have supported these strategies.

The study also emphasizes the significance of teachers being mindful of the distinct requirements of students with ASD. It is important to have a comprehensive understanding of the various challenges that students with ASD may encounter, such as communication difficulties, individual learning styles, behavior management, and social interaction challenges. Teachers who are attentive to these needs and adapt their teaching strategies accordingly can establish a supportive and inclusive learning environment that fosters success for all students.

The importance of acknowledging the unique needs of students with disabilities and adjusting teaching methods accordingly is reinforced by previous research in the field of special education. This text highlights the importance of implementing effective teaching strategies and considering the unique needs of students with ASD. It emphasizes the goal of creating an inclusive and supportive learning environment that fosters success for all students (Shaaban & Mohamed, 2023; Shaaban et al., 2024).

Effective cooperation between parents and EFL educators is vital for supporting students with ASD in achieving their full potential. Joint efforts can cultivate a conducive and efficient learning environment for these individuals. It is imperative for educators to employ diverse teaching strategies and develop a robust partnership with parents to build inclusive and nurturing settings for ASD children learning EFL. This approach enables teachers to facilitate the optimal development of these students. The results are consistent with the studies by Boyer and Lee (2001) and Mohamed and Shaaban (2024).

To teach EFL to ASD children, incorporate visual aids, engage in multimodal activities, and provide hands-on learning experiences, all while being mindful of their sensory sensitivities. Teaching, parenting, and therapy must work together to help build conducive learning environments. As Yan et al. (2022) showed, technology can help language acquisition by providing interactive language activities adapted to individual requirements and learning styles.

EFL teachers for ASD students should use a variety of methods, be aware of their needs, and collaborate with parents and therapists to establish a helpful learning environment. By using technology and other innovative ways, teachers can help these pupils succeed and fulfill their potential.

The second study question examines how ASD parents struggle to promote multilingualism. Parents often struggle to teach their kids languages. These include finding resources and support, motivating their child to study, and designing a personalized language learning plan. Parents can overcome these obstacles with persistence, ingenuity, and adaptability. Language learning in

daily life and collaboration with educators and therapists can assist in designing tailored strategies. Chu et al. (2020) and Conner et al. (2020) support this result.

Parents of children with ASD who are interested in fostering multilingualism encounter unique obstacles that can be overcome with ingenuity, adaptability, determination, and cooperation with educators and therapists. Parents can greatly support their children's language learning by seamlessly integrating it into their daily routines and personalizing their language learning strategies. This will empower children to excel and unlock their maximum capabilities.

Developing language skills in ASD children can be challenging, but it is essential for boosting their confidence, engagement, social abilities, and cognitive understanding. For these children, the focus is often on practical communication skills rather than abstract concepts. Parents suggest being patient and persistent in finding the right approaches, creating a supportive environment that caters to the child's unique needs and interests, and actively participating in their language development.

The final question of the study posits that technology can improve language development and communication abilities for ASD children in the EFL context. Interactive multimedia technologies, instructional software, and computer-based instruction provide tailored and multisensory learning experiences that facilitate language acquisition. Technology can provide supportive and inclusive educational environments for ASD children by providing personalized learning experiences tailored to their specific requirements.

This study suggests that using technology to teach ASD youngsters language can enhance their learning outcomes. Previous studies show that technology can boost these students' engagement, motivation, and language acquisition. Technology is critical for language learning for ASD children (Desideri, et al., 2020; Mohamed & Shaaban, 2024; Mohamed, 2023).

EFL teachers for children with ASD must be attentive, use varied methods, and collaborate with parents and EFL instructors to create helpful learning environments. ASD children might be challenging to teach EFL, including finding materials, motivating them, and creating a tailored study schedule. Flexible and personalized strategies are needed for these students.

Language learning has several benefits for ASD children's communication, socialization, and well-being. Thus, educators, parents, and therapists must collaborate to help ASD children develop language. Using appropriate teaching methods and technology, educators can assist ASD students succeed in language learning.

This study has given parents and teachers valuable information about EFL instruction for ASD children, notwithstanding its disadvantages. First, this study's small sample size may limit its application to ASD kids. Self-reported data may be biased and inaccurate, reducing reliability. No ASD children were

involved in this study, limiting its views. This study focused on EFL instruction; hence, its conclusions may not apply to other language learning scenarios. To address these issues, future research should incorporate larger and more diverse samples, multiple data sources, and ASD patients' perspectives. We will better understand ASD learners' language learning needs and experiences.

Future studies may increase the sample size for applicability. Self-reported data and firsthand observations could help researchers comprehend parents', teachers', and ASD children's viewpoints. Future research could examine ASD children's perspectives to better understand their needs. Language intervention programs for ASD children should be tested in different language learning scenarios.

Conclusions

This study provides useful insights into instructional practices to help ASD youngsters learn English as a foreign language. Specific solutions are needed for sensory sensitivity, social engagement, communication, and generalization concerns. The participating teachers have proved that visual aids, personalization, social skill development, and a supportive learning environment work. According to the findings, ASD youngsters have outstanding language acquisition skills. The study emphasizes the need for parents and teachers to work together to design effective and customized language learning programs for ASD children. EFL teachers can improve language learning outcomes for ASD students by building inclusive and supportive learning environments and using effective ways to address these problems.

The study emphasizes the role of parents and educators in helping ASD children learn several languages. We need to recognize multilingualism in young children to build appropriate learning strategies to improve language acquisition. This study stresses the need for more research to understand the challenges educators have when creating lesson plans and language-learning curricula for ASD pupils.

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Osnajivanje višejezičnih sposobnosti kod dece sa poremećajem autističnog spektra: Uvidi roditelja i nastavnika o podučavanju engleskog kao drugog jezika

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Uvod: U današnjem globalizovanom svetu sposobnost korišćenja i razumevanja više od jednog jezika, poznata kao višejezičnost, postaje sve prisutnija. Studije su pokazale da deca odrasla u višejezičnim sredinama mogu steći kognitivne prednosti, uključujući poboljšane sposobnosti rešavanja problema, kreativnost i kognitivnu fleksibilnost. *Cilj:* Ova studija imala je za cilj da istraži metode koje koriste roditelji i nastavnici u podučavanju engleskog kao drugog jezika (EFL) dece sa poremećajem iz autističnog spektra (PAS), kao i poteškoće sa kojima se u tome suočavaju. *Metod:* Metodologija istraživanja podrazumevala je sprovođenje intervjua sa ukupno 14 učesnika, uključujući roditelje

i nastavnike dece sa PAS. *Rezultati:* Studija je pokazala da je uključivanje vizuelnih pomagala, ponavljanja i modeliranja u EFL instrukcije imalo pozitivne rezultate za decu sa PAS. Ove strategije rezultirale su poboljšanim društvenim veštinama i jezičkim sposobnostima. Nastavnici su se suočili sa izazovima u kreiranju efikasnih metoda nastave za decu sa PAS, ali su takođe prepoznali impresivnu sposobnost ove dece da uče nove jezike. Pored toga, studija je istakla značaj zajedničkog rada roditelja i nastavnika na kreiranju programa učenja jezika koji su efikasni za decu sa PAS. *Zaključak:* Dodatna istraživanja su neophodna da bi se razvilo sveobuhvatnije razumevanje poteškoća sa kojima se nastavnici susreću prilikom podučavanja dece sa PAS u EFL. Da bismo dalje unapredili naše razumevanje, bilo bi korisno da se buduća istraživanja koncentrišu na razvoj i procenu inkluzivnih programa učenja jezika koji zadovoljavaju specifične zahteve dece sa PAS.

Cljučne reči: višejezičnost, poremećaj autističnog spektra, perspektive, engleski kao drugi jezik, kvalitativna istraživanja

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